PROCESSES IN DEVELOPING MORALITY IN CEBU TECHNOLOGICAL UNIVERSITY-ARGAO CAMPUS, CEBU, PHILIPPINES

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ABSTRACT

The main problem in society is moral decay, not guns. The rise and fall of Cultural Salience of Morality are due to societal conflicts and developments, as well as historical variations in moral judgments. The study determined the processes of moral development anchored on Lickona's model. A descriptive quantitative correlation was used, and a survey was done using an online survey questionnaire. The number of respondents were determined using the Slovin's formula. Cronbach's alpha score of 0.822 signifies the high reliability of the research questionnaire. Pearson r correlation was utilized to check the significant relationship between the procedural level of moral development, moral impact, and teaching strategies.

Research findings revealed that the four processes of moral development by Lickona was found to be strongly practiced in Rizal class. The four processes as practiced inside the classroom can possibly bring moral impact to the students themselves, their family, the community, and the country. This moral impact is possible if the teacher uses the appropriate teaching strategy that allows moral values inculcation in the process of discussing the content. There are problems like time management that may affect in sustaining the acquired morality inside the classroom.

KEYWORDS: Higher Education, Lickona's Model, Moral Impact, Teaching Strategies & Values

Original Article

1. INTRODUCTION

The investigation of Wheeler (2019) concluded that the rise and fall of Cultural Salience of Morality are due to societal conflicts and developments, and historical variations in moral judgments. Van (1994) asserted that there is an alarming moral decay of moral values, particularly among the youth. Mead (2018) posits the main problem in society is moral decay, not guns.

Morality has always been the anchor of developing values which consequently serves as a crucial element in building a nation. For it is through a citizenry with a strong sense of morality that they will work harmoniously for the betterment of their society resulting in avoidance of commission of negative acts such as those associated in the degradation of morality (Almonte, 2003). However, despite of its being essential in nation building, in most cases, moral education is often times treated as a separate concept instead of having it encompass in the context of education even in the case of teaching Rizal as a subject for example in the context of higher education.

Moreover, society's moral and ethical values are shaped by these agencies such as the family and the school. However, Wani (2019) accentuated that these vanguards in developing ethical and moral values in the present generation are said to be confused about its role due to disoriented parents from multi-cultural understanding, negative influences of mass media, and defective education system. Correspondingly, in a study

conducted in India, the degradation of moral values is the consequence of lack of learning positive atmosphere in the school, lack of co-curriculum-activities-based on moral values, higher importance to materialistic achievement, and lack of academic syllabus related to human values (Boruah, 2017).

Likewise, in Kenya, Zenit (2018) reported that the plenary assembly of the bishops attested the presence of moral decay to children, youth, farmers, and politicians. Besides, in South Africa, Bayaga and Jaysveree (2011) also noticed moral degeneration. In their study, they have found out that education in the home, school, and community does not convey a positive value system to learners - thus perpetuating the problem of a society in decline.

In addition, Cordero (2013) postulated that in the Philippines the decline of morality among teenagers is very evident. He pointed out three main causes: mass media, peer pressure and poor family and school involvement in shaping the moral values of the youth. Almonte (2003) added that the current status of the Filipino women who want to uplift their families from poverty, criminality, graft and corruption, child prostitution and the damaged condition of the environment are manifestations of moral degradation.

Other studies also show that moral decay and values degradation across countries can be a metamorphosis through quality education (Lovat and Neville, 2008). Still, a curricular review on the effectiveness in Moral and Values Education conducted by Leming (2006) found out that values clarification is undoubtedly warranted about curricular effectiveness, and the moral development approach is appropriate with cautious optimism.

In addition, Joseph and Efron (2005), believes that moral character education lies on the assurance that the educational sector can shape the behavior of the young generations by inculcating in them the proper virtues, by leading them into the right directions, and by being good role models to them in which schools can intervene when families are deficient in this task. So (2008) added that interactive moral character education should be a viable part of the school curricula and that teachers' top priority is to develop an environment that rewards and reinforces moral values.

Likewise, Lickona (2006) believes that the classroom as a "miniature society" is an area where teachers can systematically use to improve human relations and foster moral development. Hence, to be effective moral educators, teachers must take it as their task to involve the students in creating an optimal moral environment by carefully using effective teaching strategies that are in with the norms and rules that help individual students function as a whole person.

Moreover, De Leon (2014) believes that the youth of today must develop and strengthen the values of nationalism, patriotism, and imbibe in them moral legacies left by Rizal as they embark on the future world of the chosen profession. He added that the expertise of young professionals is in demand in the global world and that they must have a strong moral foundation to enable them to easily adjust to the different cultural milieu.

In line with the prevailing thoughts mentioned above, looking into the curriculum of the tertiary education in the Philippines, under (CHED) Memorandum Order No. 20 series of 2013, along with RA 1425, concerning the "Life and Works of Rizal" as an imperative subject in all higher education institutions in the Philippines is worthy of great notice in developing personal and societal values.

Reassessing these moral values is momentous as these will be reflected in the ways and habits that the youths live in their family, in school, and in the society. In consonance with the Goals of the university to produce globally competent professionals imbued with a high sense of desirable values, with Program Outcomes that aim to recognize professional, social, and ethical responsibilities; it is very timely to assess the moral impact of Rizal subject to refine students' behavior

as they will become assets of the nation and to strengthen moral education frameworks in the curriculum of universities and colleges through Dr. Jose Rizal's life and works.

Hence, this study determined the procedural level of moral development in teaching Rizal and its moral impact on the students of Cebu Technological University-Argao Campus in order to craft an instructional plan that is anchored on the emergent theory being developed based on the findings.

2. METHODOLOGY

2.1. Study Area

The study was administered in CTU Argao Campus, Lamacan, Argao, Cebu (Figure 1). The institution was one of the external campuses of the CTU System created under Republic Act 9744, last November 10, 2009. The institution envisions becoming the premier multi–disciplinary technological university having one of its goals of producing expert and capable graduates suffused with necessary moral values.

The school is composed of six colleges: College of Arts and Sciences; College of Education; College of Agriculture, Forestry and Environment; College of Hospitality Management and Tourism; College of Technology and Engineering and Graduate School. Each college offers different programs and courses. For the College of Arts and Sciences, it offers Bachelor of Arts in English Language Studies, and Bachelor of Arts in Literature. Under the College of Education are the Bachelor of Elementary Education, Bachelor of Secondary Education and Bachelor of Technology and Livelihood Education. The college of Technology and Engineering, offers Bachelor of Science in Engineering, Bachelor of, Bachelor of Science in Information Technology and Bachelor of Industrial Technology. The college of Hospitality management offers Bachelor of Science in Hospitality Management. These students from varied family backgrounds, with different cultures and values, studied the Life and Works of Rizal.

Figure 1: Map Showing the Study Site (https://www.google.com/search?q=map+of+cebu&sxsrf)

2.2. Instrument

The researcher utilized a self–made questionnaire that was composed of four parts. To ensure the reliability of the questionnaire it was subjected to pilot testing and Cronbach's Alpha. The table shows the result of the Cronbach's alpha of the self-made research instrument. The mean score of the Cronbach's Alpha of the four parts of the questionnaire is **0.822** which signifies high reliability.

First part was a four – point Likert Scale consists of 20 items to determine the procedural level of moral development in Rizal course with a Chronbach's Alpha of **0.833** or highly reliable. The statements were based on the book of Anonat (2014) on Lickona's Moral Development Model. This part of the research questionnaire has four (4) sub – parts to answer the four processes of moral development as mentioned in Lickona's Model. Items 1-5 answers problem number 1.1 which was on building self-esteem and social community; items 6-10 answers problem number 1.2 which is on cooperative learning and helping relations; items 11-15 answers problem number 1.3 on moral reflection and items number 16-20 answers problem number 1.4 on the cooperative making of decisions.

The second part was a four-point (4) Likert scale consists of 30 items to check the moral impact of the Rizal subject to the respondents with a Cronbach's Alpha of **0.867** or highly reliable. The statements were based on Rizal's moral legacies enumerated by Capino (1977) as cited by De Jesus 2010 and are taken from the lessons found in Chapter 2 "Rizal the Icon", and Chapter 3 "The Many Faces of Rizal" in the course syllabus of the subject in the Academic Year 2019 – 2020. This part of the questionnaire has four (4) sub – parts. Items 1-10 answers problem number 2.1 on the moral

impact as to self; items 11-20 answers problem number 2.2 on the moral impact as to family; items number 21-25 answers problem number 2.3 on the moral impact as to community and items number 26-30 answers problem number 2.4 on the moral impact as to country.

The third part of the instrument was another four (4) point Likert scale with 20 items to evaluate the teaching strategies commonly used by the instructors in teaching Rizal subject. It has a Cronbach's Alpha of **0.826** or highly reliable. These strategies were taken from the two books of Salandanan (2000) entitled "Teaching Approaches and Strategies and Methods of Teaching" and from Emergent Technologies – Based Teaching Strategies by Sicat (2014.) It has two (2) sub – parts. Statements 1-8 answers the problem number 3.1 on the teacher – centered teaching strategies and statements 9-20 answers problem number 3.2 on the student centered teaching strategies.

The last part of the research instrument was another four –point (4) Likert scale with 15 statements that evaluate the problems met by the students in studying Rizal course with a Cronbach's Alpha of **0.761** or highly reliable. This part has three (3) sub – parts. Items 1-6 answers problem number 4.1 on the problems met by the respondents in studying Rizal course as to student; items number 7-11 answers problem number 4.2 on the problems met as to the teacher and items number 12-15 answers problem number 4.3 on the problems met as to the environment.

The questionnaire was converted into a google form for online gathering of data through this link https://forms.gle/xaSQHUsKffB226JE8.

2.3. Data Analysis

Data were carefully tabulated and treated using Weighted Mean and Pearson r. Weighted mean was accustomed to determine the procedural level of moral development in Rizal course as to building self – esteem and social community, cooperative learning and helping relations, moral reflection and cooperative making of decisions; respondents moral impact as to self, family, community and country; in determining the teaching strategies commonly used by the instructors as to teacher – centered or learner – centered and the problems the students met in studying Rizal course as a student, to the teacher and to the learning environment. Pearson r was utilized to ascertain the connection between the procedural level of moral development and the moral impact of Rizal course to the respondents. The same statistical tool was used in determining the relationship between the student's moral impact and the strategies commonly used by the teachers in Rizal course.

3. RESULTS AND DISCUSSIONS

3.1 Building Self – Esteem and Social Community

As reflected in Table 1, the statement "**Helping students develop sense of responsibility**" has the highest mean of **3.80** which has a description "**Very High".** It was in this statement that teachers play the role of being a motivator. It implies that the teacher encourages each student to get out from their shell and use their skills, talents and abilities so that they will become more inspired and responsible in doing their tasks. Tambunan, (2018) concurred with the same findings that in the classroom, teachers need to stimulate and ignite students' interest and motivation for them to participate and to cooperate in every activity and discussion. Johnson (2017) added that the teacher's capability to improve students' performance, interest in the subject, and insights of self-efficacy were all important factors that influence students' motivation to learn.

As observed in the same table, the statement "**Helping students developed self – discipline**" got the lowest mean of **3.60** which corresponds to the description **"Very High Level".** This means that a teacher plays a vital role of being a

disciplinarian in a cooperative and a participative way. This implies that a teacher being the role model of learning may inculcate the value of positive discipline as she imparts the lessons to her students at the same time getting so involved in the discussion. This finding agrees with Walters' (2000) contention that the use of positive discipline is effective by giving the students freedom to work in a cooperative manner. In fact, according to Sreckovic, et.al. (2018), teachers must set clear expectations for student behavior and support the students in meeting those expectations by establishing classroom rules, practicing classroom routines and reinforcing prosocial behaviors.

As seen in Table 1, the respondents strongly agree on the five statements with a mean of **3.71.** The result of the findings tells that self – esteem and social community was strongly developed in Rizal class. Baumeister et.al (2003) added that teachers, parents and therapist focused their efforts on boosting their children or students' self – esteem because they believe that people with high self -esteem displays positive behavior and were more successful than people with low self – esteem.

Table 1: Building Self – Esteem and Social Community

Statements	Weighted Mean	Description
1. Our teacher in Rizal was fair and not bias in treating his/her students. He/she was able to meet each student's needs without upsetting other students and in every activity that he/she gave he/she considered our individual differences. *(Catering student's uniqueness)*	3.75	Very High Level
2. Our teac her in Rizal encouraged each student to participate and cooperate in every discussion and activity. He/she motivated each student to use our talents, abilities and gifts in doing every task and that we would become more inspired and more responsible in doing it. *(Helping students' develop a sense of responsibility.)*	3.80	Very High Level
3. Our teacher in Rizal gave us situations or problems related to our topic and he/she let us find solutions and make decisions on our own instead of verbally telling us what to do.*(Increasing students' sense of ownership)*	3.62	Very High Level
4. Before the start of classes, our teacher in Rizal involved every student in the process of establishing the classroom rules so that each student would more likely to remember the rules we formulated and adhered to them. *(Helping students' establish self – discipline)*	3.60	Very High Level
5. Our teacher in Rizal provided us honest and genuine feedbacks to every activity and tasks that we accomplished. He/she reinforced us by appreciating and praising our achievements and encouraged us to always do our task properly and wholeheartedly. *(Providing students' positive feedback and encouragement)*	3.79	Very High Level
OVERALL WEIGHTED MEAN	3.71	Very High Level

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Legend: 3.26 – 4.0 Vey High Impact   1.76 – 2.50 Low Impact

2.51 - 3.25 High Impact   1.0– 1 .75 Very Low Impact

3.2. Cooperative Learning and Helping Relations

The statement "**Giving Positive and Honest Feedback"** has the highest mean of **3.76** or described as "**Very High Level"**. It tells that the teacher does the task of assessing students' activity or output in an honest and constructive way. It implies that evaluation of students' activities, outputs or learnings is very vital in the teaching and learning process for it feedbacks students on how they are doing, whether they have learned from the lessons taught or not, or whether they have performed the activity properly or not. This is what Corpuz et.al. (2002) said in their principles of assessment that the result of assessment must be feedback to the learners to find out how well the learner has attained a particular learning outcome.

Reynolds (2013) agrees on the importance of giving positive feedback to students for them to become more motivated and inspired to learn.

Statement "**Establishing daily routines**" got the lowest mean of **3.65** with a written description of "**Very High Level**". It tells that the teacher manages the resources of the classroom, the time, student and the available materials. It implies that one of the important roles of a teacher is being a manager to manage the resources in the classroom to facilitate learning and for the attainment of the learning outcomes. This finding confirms Corpuz et.al. (2002), on their principles of classroom management that teachers must establish routines for all daily tasks and needs like the cleaning of classroom, arranging the chairs, passing the papers for it give rise to orderly learning environment and maximizes the use of precious time. In agreement with Corpuz et.al. (2002), Lickona (2006) added that through routine activities students will manifest practical understanding about equality, teamwork and respect in carrying out daily task and involving the peers in sharing responsibility for the quality of the moral environment in the classroom.

3.3 Moral Reflection

Statement **"Situations to present moral dilemmas"** got the highest mean of **3.70** which corresponds to the description "**Very High Level**". It tells that Rizal teachers make use of the events and situations on the topic 19th century Philippines to present moral dilemmas for the students to think, analyze and reflect. It implies that in teaching moral values to students, it was the teacher's role to scaffold each student's ability to think, to reason out and to reflect on moral dilemmas that may arise in the discussion. Lee (2019) agrees that introducing moral dilemmas in the classroom can open up opportunities for critical thinking, personal growth, empathy for other viewpoints and self – reflection. Lickona (1985) as cited by Anonat (2014) added that all educator in any school can develop an "ethical eye" that spots the opportunities for moral reflection and discussion by using moral dilemmas that creates conflict between and within the students, the disequilibrium causes the students to revise their moral reasoning. In fact, according to Nucci et.al. (2008) teachers must make use of ethical issues relative to respective subjects to integrate and discuss relevant moral dilemmas to gain students' attention.

Another finding of this study is on statement number 5 on the **"Use of Debate"** in discussing moral issues like Rizal's retraction controversy with a lowest mean of **3.45** which contains the description **"Very High Level"**. It tells that debate is commonly used as a strategy in teaching in higher education especially in dealing with topics that needs reasoning and reflection. This implies that debate is an effective strategy to develop students' reasoning and thinking ability through arguments. This finding agrees with Najafi (2016) that debate is an important method in the educative and training process for it gives the learners opportunity to learn eagerly, to transfer their ideas and experiences using their ability to think and to reason out critically so that deep reflection on the lessons will be obtained. Williams (2015) added that debates should be included in teaching modules to enhance students' critical thinking and collaborative learning skills.

3.4 Cooperative Making of Decisions

Statement "**assigning students team or group project**" has the highest mean of **3.61** which is described as **Very High Level.** In this case, the teacher empowers each student in the team to plan, to implement and to realize their group project. It implies that the teacher makes use of the students' ability to think and to decide collaboratively to succeed on the assigned project. It is supported by Asha et.al. (2016) revealing the positive impact of interaction and cooperation among students on enhancing decision-making skill to achieve common goals. Srivastava (2018) confirms the necessity for schools to aid students to practice critical thinking, and decision making to become ethically matured adults in a

multicultural milieu. Lickona (1993) added that in molding students character teachers must create a democratic classroom environment involving students in decision making and the responsibility for making the classroom a good place to stay and learn.

Statement "**Participative Formulation of Classroom Rules and Regulations**" got the lowest mean of **3.40** with a description "**Very High Level**". It tells that in a democratic and cooperative classroom, the creation of classroom policies was both agreed by the students and the teacher. It implies that a teacher is a classroom manager that organizes and facilitates the positive behavior of the students by giving them chances to participate in the making of policies like the do's and don'ts with the assurance that students will surely adhere on the rules they formulated. It agrees with Pawilen's (2019) contention that teachers must establish a system that help them handle students' behavior by establishing rules and procedures in a participative way so that students will be aware of these. In fact, Oliver (2007) says that effective classroom management actively engages students in formulating and implementing rules and procedures, encourage appropriate behavior and reduces behavioral problems inside the classroom.

3.5 Moral Impact of Rizal Course as to Self

As depicted in Table 2, statement number 6 "**Love of God**" got the highest mean of **3.89** with a description **"Very High Impact".** It tells that teachers were successful in instilling in the heart and mind of every student the love of God which was one of Rizal's moral legacies. It implies that regardless of religious affiliations, teachers can incorporate in their lessons on the importance of having a Supreme creator in one's life. This finding accords Capino (1977) that Rizal's first admirable virtue and example was his love and faith in God. In one of his letter, he wrote that he infinitely believes in the existence of a powerful, wise and good creator. Lickona (2000) agrees that good values like love of God, honesty, courage, kindness, self-control, cooperation, diligence, respect and tolerance for others must be instilled and integrated into the class.

Another important finding of this study, statement on **Tolerance** has the lowest mean of **3.56** with a description of **Very High Impact**. It tells that the virtue of endurance and patience in facing difficult and challenging situations were successfully acquired by the students. It implies that the teacher as moral model can inculcate the value of tolerance to her students by integrating it to the class discussion. This finding confirms Capino (1977) that Rizal possessed the value of tolerance in several situations and occasions like when he was busy in London on January, 1889, he was told that he had been chosen as the honorary president of La Solidaridad, in his letter of thanks, Rizal advised the members to practice tolerance. In fact, according to Dewan (2016) moral qualities such as tolerance, humility, truthfulness, honesty, courtesy, sacrifice, and respect can be developed through values education and integration. He added that values integration in the classes will help in developing positive social attitudes in new generations, which prompt them to raise their voices against social evils, as well as refrain from doing so themselves.

Table 2: Moral Impact of Rizal Course as to Self

Statements	Weighted Mean	Description
1. After Studying Rizal I realize the importance of being honest and pure especially in taking examinations, that I will never cheat and copy the answers of my classmates. *(Purity and Honesty)*	3.67	Very High Impact
2. I realize the importance of being educated, nobody can belittle, underestimate and discriminate an educated person, but education alone is useless unless proper values are used. *(Love of Good Education)*	3.84	Very High Impact
3. I become more respectful to my teachers and all the employees of this university. *(Respect)*	3.81	Very High Impact
4. I become more diligent to study and perform better in my class in order to attain my goals in life. *(Diligence)*	3.74	Very High Impact
5. I become more helpful and cooperative in any group activities/projects that are assigned to us. *(Helpful)*	3.71	Very High Impact
6. I realize the importance of having God in my life. *(Love of God)*	3.89	Very High Impact
7. In everything that I do, I put God as the center on it. *(Love of God)*	3.88	Very High Impact
8. I prefer to do the right thing in all my actions even if nobody is watching me because God has seen me. *(Love of God)*	3.79	Very High Impact
9. I can now handle difficult situations and endure the pain that the society has brought me and I will never think of any negative acts as a solution to the problem. *(Tolerance)*	3.56	Very High Impact
10. I will never give up easily if I encounter trials and difficulties along with my journey in life, for I believe that in every problem, there is always a solution. *(Fortitude)*	3.77	Very High Impact
OVERALL WEIGHTED MEAN	**3.77**	**Very High Impact**

Legend: 3.26 – 4.0 Vey High Impact   1.76 – 2.50 Low Impact

2.51 - 3.25 High Impact   1.0– 1.75 Very Low Impact

3.6 Moral Impact of Rizal Course as to Family

Statement "**Gratefulness to Parents**" got the highest mean of **3.86** which contains the description of **Very High Impact.** This shows that students realize the sacrifices and hardships of their parents in raising them up from young until present. This implies that the virtue of being grateful, one of Rizal's moral legacies is positively integrated in the class and is being reflected towards the students' parents. This was supported by Deviana, (2012) that Rizal our national hero was grateful to his parents because he always treasured the care demonstrated to him by his parents due to his poor health. In fact, according to Lickona (2006) values like love of family, being grateful, honest, respectful and obedient must be taught through the curriculum using the ethically rich content of academic subjects such as history including the life of heroes, literature and sciences as vehicles for integrating moral values and examining moral questions.

The statement "**Love of Siblings**" has the lowest mean of **3.30** with a description **"Very High Impact".** This means that sibling relationship is emphasized and was developed in discussing Rizal's life. It implies that teacher as a moral model inside the classroom, she can also develop the value of positive family relationships like the love of siblings by integrating it in the discussion. This finding agrees Porter's (2020) contention on the importance of having a loving family, parents and siblings that support each student no matter what happens, the unconditional love of the family members was the great source of inspiration and motivation in the attainment of his goals in life. In fact, Anoka (2018) said

that the bond between brothers and sisters was one of the most important foundations in having a positive outlook in life that regardless of their differences in times of difficulties and troubles, siblings was the first one to help.

3.7 Moral Impact of Rizal Course as to Community

Statement "**Love of Friends**" got the highest mean of **3.83** with a description **"Very High Impact**". It tells that the respondents strongly agree that having true friends is important their daily needs. It implies that as a moral educator, teachers must not only impart knowledge to students, she can also touch the emotions of each student by developing the value of friendship in the classroom. This is supported by McLeod (2020) that the third stage of the hierarchy after the fulfillment of safety needs was the need of love and belongingness. The need for interpersonal relationships like friends motivates behavior. De Jesus et.al. (2010) added that Rizal showed great love to his friends, he treasured the efforts of his friends and appreciates everything his friends were doing for him.

Statement "**Love of Fellowmen**" got the lowest mean of **3.74** which contains the description of **"Very High Impact."** It tells that students have successfully acquired the value of loving other people by helping them in difficult times in their class discussions. It implies that the virtue of noble conduct as taught in schools was very timely in the present situation because people of today are striving, craving for food, shelter, medicine and financial help due to the pandemic brought by the corona virus, typhoons, volcanic eruptions and even man-made calamities. Situations like these need the love of other people for them to lean on in these difficult times. Capino (1977) agrees that when Rizal heard the news about the sufferings of his family in Calamba, he mentioned that quick judgements is not helpful that they must think well of their fellowmen. Lickona (2000) confirms that the most basic responsibilities as an adult was to sustain civilization by passing on the values like love of fellowmen, justice, noble conduct, honesty and respect to the next generation that were the foundations of the society. In fact, according to Lickona (2006) the love to fellowmen, noble conduct and other social values must be taught to the youths for them to become persons of character because when they grow up they were the model for the next generation in the community.

3.8 Moral Impact of Rizal Course as to Country

Statement "**Patriotism**" got the highest mean of **3.84** or as described as **"Very High Impact**" and statement **"Patriotism and Nationalism"** has the lowest mean of 3.71 which was described as **"Very High Impact"** also. The result indicates that the value of nationalism and patriotism towards our country is taught in Rizal class. It implies the importance of developing these two positive feelings towards our country to the students because Rizal devoted his whole life because of his love and commitment to his country Philippines.

This finding contradicts Cordero (2013) statement that Filipinos of today slowly lost their national identity, their love and devotion to one's country was slowly deteriorating. In fact, CHED Memorandum Order No. 20 series of 2013 urges the schools to strengthen the values of nationalism, patriotism, and sense of cultural heritage among the Filipino youth as they embark in the future world of the chosen profession. Moreover, the mandate of Article XIV of the 1987 Philippine Constitution section to include subjects in the curricula that inculcates the value of patriotism and nationalism, and appreciation of the role of national heroes in the historical development of the country strengthens support in this study.

3.9 Teacher – Centered Teaching Strategies

Statement "**teacher's utilization of different instructional media**" has the highest mean of **3.34** which was described as **Always**. This signifies that Rizal teachers often use the traditional method like lecture – discussion with the aid of technology. It implies the importance of lecture with the aid of instructional media in the teaching and learning process because there are topics that needs teachers' depth knowledge and expertise that students cannot discuss in a cooperative way. It has the same findings with Rajah,et.al. (2018), that Pakistani teachers still use the teacher – centered method in teaching students with the use of readily available power point presentations and materials that restrains students learning to theoretical aspect only.

Sicat (2014) confirms this contention that teaching college has slowly shifted from the traditional chalk and talk with the aid of wooden blackboards into a high-technology classroom wired for audiovisual devices and internet technology. Li (2008) called this as technology - based learning that was very relevant in the present scenario where teachers and students are restricted to go out and face to face classes is not allowed due to the pandemic. Koller et.al. (2016) added that traditional teacher now uses the instructor-centric mode that includes synchronous events, such as web conferences with a lecture at its center.

3.10. Student – Centered Teaching Strategies

Statement **"Role Playing"** got the highest mean of **3.48** which was described as "**Strongly Agree**". This means that the Rizal teacher choose role playing as an effective strategy to present topics like Rizal's two famous novels Noli Me Tangere and El Filibusterismo. It implies that role playing in college can give students opportunities to reenact events or characters for them to analyze, reflect and apply the values learned as they portray and actualize the scenes and events of the play. Vitug et.al. (2018) concurs the same findings that a role play was an effective strategy to learn values taught in Rizal subject that resulted in better comprehension and application of the values learned. In fact, according to Akar et. al. (2006), role playing was an effective method to let the students become aware of moral issues with teachers' guidance so that higher order thinking skills, empathy to others and understanding moral values will be developed.

Statement on the use of **Social media** got the lowest mean of **3.02** which contains the description "**Often.**" The result tells that social networking sites like facebook, instagram, twitter and others were used by teachers in the educative process for students to gather and to share information and to communicate with each other. It implies that 21st century teachers uses technology like social media for collaborative learning in the digital world where learners can connect with each other through social networking sites. This finding was supported by Bilbao et.al. (2019) in their contention that social networking websites can best support learning and can augment educational activities for the learners of this generation are expert users of networking sites particularly facebook as part of their day to day activities and school – related discussions. In fact, it has the same findings as Ellahi (2018) that college teaching in their country adopts and uses new technologies to better facilitate the learning process in a collaborative manner by using different technological platforms like social networking sites.

3.11 Problems Met as to Student

As seen in Table 3, the statement **"Time Management"** got the highest mean of **2.59** with a written description **"Agree".** This means that the respondents are not affected by personal problems such as negative perception, negative emotions of homesickness and loneliness and money management except for time management. It implies that students in college lack

time management skills to cope with the bulk of tasks in their studies. This is true to Adams et.al. (2019 that students have a predilection in setting goals and priorities but don't possess the desirable time management skills to accomplish these goals and priorities efficiently. Peniston (1994) added that most college students experienced challenges in managing their time properly like not being able to set priorities, too many tasks to do but little time to complete them, procrastination, disturbance in the environment and many others.

Table 3: Problems Met as to Student

Statements	Weighted Mean	Description
1. Because of many projects, assignments and lessons to study, I can't manage my time properly. *(Time Management)*	2.59	Agree
2. I cannot focus on my studies because it's my first time to be away from my parents, I felt homesick. *(Homesickness)*	2.00	Disagree
3. I haven't seen the importance of studying Rizal subject that's why I lack interest in studying it. *(Negative Perception)*	1.84	Disagree
5. I don't have enough money to use in photocopying and to buy materials in making our projects in Rizal subject. *(Money Management)*	2.34	Disagree
6. I feel that I don't have friends in the class that's why I don't participate in any activities in LWR subject. *(Loneliness)*	1.76	Disagree
OVERALL WEIGHTED MEAN	2.07	Disagree

Legend: 3.26 – 4.0 - Strongly Agree   1.76 – 2.50 - Disagree

2.51 – 3.25 - Agree   1.0 – 1.75 - Disagree

4.12 Problems Met as to Teacher

As indicated in Table 4, statement "**Teacher's Attitude**" got the lowest mean of **1.73** which has a description "**Strongly Disagree".** It tells that the students did not see a problem with the teacher's attitude that may hamper their acquisition of knowledge, skills and values in the teaching and learning process. This implies that as a moral educators, teachers must possess a positive attitude like being open - minded and kind, for this will affect in establishing an environment conducive for learning.

This finding was supported by Corpuz et.al. (2002) that teachers must possess a positive attitude like being open minded, cheerful, enthusiastic and honest. Teachers must possess a positive attitude, enough knowledge of the subject matter and a repertoire of teaching strategies to cater to the students' diverse needs and abilities. In fact, Walker (2008) affirms that effective teachers are always prepared in entering the class and that she has mastered the lessons, has well – organized strategies and instructional materials available and possess a positive attitude that students can easily learn.

Table 4: Problems Met as to Teacher

Statements	Weighted Mean	Description
1. The teacher has a very low voice; the students can't hear his/her discussion. *(Teacher's Voice Quality)*	1.78	Disagree
2. The teacher cannot elaborate the topic; I can't understand our lesson. *(Teacher's Knowledge of the Subject)*	1.76	Disagree
3. The teacher uses teacher – centered strategy only. She/he always does the talking in our class. *(Teaching Strategy)*	1.94	Disagree
4. The topics of LWR in our syllabus are very broad that we cannot discuss each topic properly for our teacher need to proceed to the next lesson because it is included in the coverage of the term examination. *(Topics)*	2.02	Disagree
5. Our teacher is very strict and close – minded, we were not given chances to express our ideas and opinions on the topic. *(Teacher's Attitude)*	1.73	Strongly Disagree
OVERALL WEIGHTED MEAN	**1.85**	**Disagree**

3.13 Problems Met as to Environment

As reflected in Table 5, statement "**Classroom Atmosphere**" got the lowest mean of **1.93** which contains the description of **"Disagree".** It means that the environment like the cleanliness of the room, ventilation, lighting, distance from one room to another, and the time element hasn't hampered the students' performance in attending their class, particularly in Rizal course. It implies that arranging the physical environment of the classroom was one way to improve the learning environment and to prevent students' problem behaviors before they occur.

The study complements the study of Nagler (2016) that a positive classroom environment was important because this was one of the main reasons that students like to go into the school and like to learn. Kuuskorpi (2011) added that physical space inside the classroom that supports multiple and diverse teaching and learning programs and activities; facilities that support the user and are in harmony with the environment provides a healthy, comfortable, safe, secure and stimulating setting for each student.

Table 5: Problems Met as to Learning Environment

Statements	Weighted Mean	Description
1. Our time schedule is not conducive for learning (very early or before lunch or after lunch or last period) that we cannot concentrate to listen and to participate in the discussion or activities. *(Class Schedule)*	2.18	Disagree
2. Our room is not conducive for learning because the surroundings are noisy, no enough ventilation and lighting. *(Classroom Atmosphere)*	1.93	Disagree
3. Our classroom is not so spacious; we are not comfortable in moving from one place to another especially during group activities. *(Classroom Space)*	2.12	Disagree
4. Our classroom is far from our previous classes, we need to walk for some minutes, that sometimes we arrived late to attend our classes in Rizal. *(Classroom Distance)*	2.40	Disagree
OVERALL WEIGHTED MEAN	2.16	Disagree

3.14 Relationship between Procedural Level of Moral Development and Moral Impact

As reflected in Table 6 the computed Pearson r value of **0.626** falls under 0.60-0.79 degree which signifies a strong correlation and its p value of **7.71E-33** which was lesser than **0.05** level of significance. It was evident that there was a significant correlation between procedural level of moral development and moral impact. It implies that Lickona's moral

development processes on building self – esteem and social community; cooperative learning and helping relations; moral reflection and cooperative making of decisions were clearly observed and practiced inside the class which resulted in a positive change in students' behavior toward themselves, their family, community and society.

The result of this study was supported by Hawkes (2009), who revealed that moral development inside the classroom brings a positive impact on students' behavior. Lovat (2008) added that moral development which focuses on the affective and relational side of teaching ultimately give power and positive effects to students. It also agrees with Thompson's (2002) contention that the implementation of moral development programs in schools really improves student behavior, which was also supported by Olsen (1995) that teachers see improvement in student behavior after the implementation of the moral development programs. In fact, according to Patella (2003) moral development and moral impact on students' behavior were related to each other, that negative behavior on the student's experimental group decreases while positive behavior increases after moral education has been implemented. Safder et al. (2018), added that there was a major connection between the moral growth of the school and moral development. Li, et.al (2008) also found out that a student's moral environment has a major effect on moral judgment, which was consistent with the research findings.

Table 6: Procedural Level of Moral Development Versus Moral Impact in Rizal Course

Variables	Computed r value	P value	Decision	Interpretation
Moral Developmental Processes **Moral Impact**	 0.626	 7.71E-33	 Reject Ho	 Significant

Pearson Correlation Coefficient (r) Legend

R	Strength	R	Strength
0-0.19	Very Weak	0.60-0.79	Strong
0.20-0.39	Weak	0.81-1.00	Very Strong
0.40-0.59	Moderate		

From: semanticscholar.org

3.15 Relationship between Moral Impact and Teaching Strategies

As reflected in Table 7, the computed Pearson r value of **0. 287** falls under 0.20-0.39 degree which shows a weaker correlation but still shows a relationship between the two variables being studied and its p value of **6.92E-07** which was lesser than **0.05** level of significance. It was evident that the two variables moral impact and teaching strategies were significantly associated with each other. It implies that moral impact was directly associated with the strategies used by the teachers and those teaching strategies can affect the inculcation of moral values to the students.

Most of the teachers handling Rizal course use teacher centered strategies in discussing the topics. These strategies include role playing and collaborative learning strategies such as events simulation and group presentations. This was supported by Battistich (1998), that students' prosocial and moral growth was aided when they were active members of a moral school culture, where they feel respected and encouraged, and where they have enough opportunities to explore and focus on principles of fairness and caring as they apply to their daily lives, as well as to learn and practice interpersonal

and intellectual skills with the use of collaborative learning strategies.

Moreover, Vitug et.al. (2018) shares the same findings that role playing in college can give students opportunities to reenact events or characters for them to analyze, reflect and apply the values learned as they portray and actualize the scenes and events of the play and concluded that a role play was an effective strategy to learn values taught in Rizal subject that resulted to better comprehension and application of the values learned. In fact, Akar et. al. (2006), added that role playing is an effective method to let the students become aware of moral issues with teachers' guidance so that higher order thinking skills, empathy to others and understanding moral values will be developed.

This finding agrees also with Bialik et.al. (2015) that in teaching moral values teachers must carefully choose the most suitable strategy to impart those values to student like the democratic and cooperative learning methods. Williams et al. (2003) added that moral education programs by working in small groups, cooperative learning and 'real-life experiences', both in and outside the classroom brought positive changes to the students like being more respectful and more responsible to themselves and the people in the society. In fact, according to Thompson (2002) to teach good character among students, hands-on experiential activities must be provided to contribute a positive impact to the school, the community, and society in general.

Table 7: Moral Impact versus Teaching Strategies

Variables	Computed Pearson r	P value	Decision	Interpretation
Moral Impact				
Teaching Strategies	0.287	6.92E-07	Reject Ho	Significant

Pearson Correlation Coefficient (r) Legend:

R	Strength	R	Strength
0-0.19	Very Weak	0.60-0.79	Strong
0.20-0.39	Weak	0.81-1.00	Very Strong
0.40-0.59	Moderate		

From semanticscholar.org

4. CONCLUSIONS

After engaging the four processes of moral development by Thomas Lickona, these are the crucial key insights that can be drawn from the study. As presented, the four processes of moral development by Lickona is found to be strongly practiced in Rizal class. The four processes as practiced inside the classroom can possibly bring moral impact to the students themselves, towards their family, to the community and to the country. This moral impact is possible if the teacher uses the appropriate teaching strategy that allows moral values inculcation in the process of discussing the content. Findings also revealed that there are problems like time management that may affect sustaining the acquired morality.

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